Reading Progression Year 2

	2b+	2w+	2s+
word reading	read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes L15	I can read most words containing common contractions and suffixes. ed, ing, est, er, ful	I can read words with common suffixes and most common exception words that I have been taught.
	I can read aloud many words quickly and accurately without overt sounding and blending.	I can sound out most unfamiliar words accurately without hesitating.	I can use the sounds and skills that I have learnt consistently to read texts that are right for my age quickly and accurately
	I can recognise many common exception words,	I can read most common exception words.	
	read accurately some words of two or more syllables that contain the same grapheme/phoneme correspondences (GPCs)	I can read accurately most words of two or more syllables.	When reading aloud I can sound out unfamiliar words accurately and quickly and read with confidence and fluency.
	I can read aloud unfamiliar words using sounds I have learnt, accurately, confidently and fluently.	in books 17 – 22 I can read words fluently and accurately (at over 90 words per minute).	
decoding	When reading aloud I know the function of full stops. BM video	I can re-read books aloud with fluency and expression to show awareness of punctuation, such as .?! GR TA	I can use intonation when reading phrases, e.g. speech.
	I can re-read a phrase if I stopped to decode a difficult word.	I re-read sentences from the beginning if I stopped to decode a difficult word	I re-read sentences from the beginning if I stopped to decode a difficult word to maintain sense of the text without prompts.
	I can say who the he and she are in a story.	I can track simple pronouns to help me to understand the text.	I can understand a range of pronouns.
	I can check that what I say matches the expected words in the sentence. I can cross check the sentence with the pictures and correct myself when it isn't. I re-read to check I've solved the problem.	I can check the book makes sense to me. I notice when a small mistake I make doesn't fit with the meaning. I can correct my mistake SATs BM GR	I have a good idea of the meaning whilst reading independently, self-correcting where the sense of the text is lost.
	I can scan the text to find a specific word I need.	I scan the information in the classroom to find what I need. I scan text to find answers to questions or specific words.	I can use the words in the question to help located specific words in the text to answer questions.
comprehension strategies	I talk about and clarify word meanings and I can link new meanings to these I can cross check with the picture to help me to explain or link new meanings.	I talk about and clarify the meanings of words, linking new meanings to what I already know If I don't know the meaning of a word, I read the whole sentence to try to work it out. I can think of alternative words for specific words in the text.	I can use the root word (small words in a big word) to help discuss the meaning of new vocabulary. I ask about words I do not understand.
	I recognise when I don't understand a word.	I recognise when I don't understand a word. I check that each sentence makes sense to me. I can use a variety of strategies to solve the problem.	I recognise when I don't understand a word and can find out about it's meaning.
	I know really well, and am able to retell, a wide range of stories, fairy stories and traditional tales. Literacy units	I know and can recite stories and poems with appropriate intonation to make the meaning clear.	I can perform a poem or part of a story using appropriate intonation.

	I can make simple pictures in my head as I move beyond reading picture books	I can visualise settings and characters and recognise when they change. With support, I recognise when the picture in my head may be wrong.	I can discuss how the setting and characters I have visualised have changed.
	I can make a prediction on what might happen in books that have familiar characters and/or familiar themes. Literacy units and GR	I can make simple predictions on what might happen based on what has been read so far. Literacy GR	I can make predictions on the basis of what has been read so far using a range of clues (experience of books written by the same author, books of a similar theme, title, cover, blurb.
	I can link things that happen in the text to my own experience and/or background knowledge GR TA	I know I need to use my background knowledge I already have to help me to understand text.	I can explain why things happen linked to own experiences, background information, and words provided.
	I answer and ask questions about what I have read.	I can ask I wonder questions based upon the front cover and/or illustrations.	I can wonder based upon what I have read.
	I can use pictures to recall specific information in the book I'm reading.	I recall specific information from my reading or look back at the text to find information	I can identify and recall the main ideas in my own words.
	I can identify key ideas and information (Non fiction literacy units and story mapping) TA	I discuss the sequence of events in books and how information is related	I can discuss the characteristics and actions of the characters within a story.
	I can answer questions and make simple inferences on the basis of what is being done in a familiar book that is read to me. BM SATs GR	I can answer direct and some inference questions on the basis of what is being said and done in a familiar book. BM SATs	I can make inferences about a characters feelings on the basis of what they have said or done.
response to text	I enjoy reading and can talk about what I like and dislike in the book I am reading. Literacy GR activity.	I can say what I like and dislike about books I've listened to or read, across a range of genres.	I can compare similarities and differences between texts/books using the characters settings and themes.
	I can retell the beginning, middle and end to story that I have read for the first time (unfamiliar before first reading). BM Literacy	I can show that I know and can retell a wide range of stories, fairy stories and traditional tales. Literacy units story maps and retells of stories. TA retells.	I can retell by only telling the gist of the story or part of the story.
	I can say which words and phrases I find interesting GR	I recognise simple recurring literary language in stories and poems I talk about my favourite words and phrases and identify familiar patterns in language	I can make links between the book they are reading and other books they have read.
	I can identify the characters and retell the events.	I understand what I read in books and can comment on characters and events	I can form an opinion and explain my thoughts about a character and /or what the character does in the text.
	I can say how a word or phrase in a book makes me feel.	I explain and discuss my understanding of books, poems and other writing that I read for myself. I identify parts of the text that make me respond in different ways and begin to link this to other similar texts	I can link other books story to a common theme.
	I can identify the simple features in a book, beginning, middle end, problem.	I identify structural features of some stories and poems.	I can talk about the similarities and differences of some stories and poems.
	I can tell the difference between fiction and non-fiction texts. Literacy units on non fiction and GR	I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title	I can find information in a non-fiction text by using the structured text features.